

ARMY ROTC



Strategic Marketing Advertising Recruiting Tool BOOK



ARMY ROTC SMART BOOK

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INTRODUCTION

This **Army ROTC SMART Book** provides extensive materials and ideas to support local ROTC **recruiting** efforts. It is organized by **campaigns** to help you communicate ROTC offers in a consistent, timely, and effective manner.

This book provides assistance to your battalion in planning marketing, advertising and recruiting. Section A contains detailed information on how and why to use various tools. Prospecting tools including direct mail letters and telemarketing are outlined first, with advertising media analysis and selection later. Each campaign section (B through G) depicts a suggested schedule of activities including all elements of marketing and recruiting. The print ads, posters/flyers, radio copy, bus/transit cards, billboards, and other support materials developed for a particular campaign are available on-line in the Local Advertising Purchasing System (LAPS). These materials were designed to keep campaign communications consistent regardless of media used. Develop your Battalion Marketing Action Plan with all campaigns first, focusing on prospecting, then select the materials and media you need from LAPS. Order sufficient quantities well in advance. Contact your region marketing division for assistance.

What is a campaign?

A campaign is a **concentration of promotion and personal recruiting activity** during a **set period of time** to attain a specific **recruiting objective**.

Why should battalions conduct campaigns?

Campaigning is effective for ROTC battalions because:

1. Many ROTC recruiting offers are time-sensitive.
 - a. Basic course registration offers, for example, are most relevant when students are about to enter pre-registration and registration periods.
 - b. Scholarship recruiting is sensitive to the set periods for acceptance of applications.
 2. Recruiting and promotion resources are limited. Campaigns help a battalion concentrate its resources on the most important recruiting objectives.
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What are the major campaigns for Army ROTC battalions?

Campaigns relate to the methods by which students enter the ROTC program. For most battalions, campaigns include:

1. **Incoming Freshmen Campaign**...this campaign usually revolves around freshmen orientation and pre-registration activities. Its objective is to recruit new students for entry into ROTC basic courses.
2. **Registration Campaigns**...these campaigns go hand-in-hand with the on-campus pre-registration and registration processes for each academic term. Objectives may include retention of MS I and MS II cadets as well as recruiting of non-enrolled students for basic courses.
3. **Scholarship Campaign**...this campaign targets quality enrolled and non-enrolled student segments to recruit qualified applicants for 3-year and 2-year scholarships.

4. Leaders Training Course Campaign... campaign includes both recruiting and retention activities, first to attract eligible sophomores and transfer students to attend LTC then to contract camp graduates for entry into MS III.

5. Advanced Placement Campaign. . . . this campaign targets eligible veterans, reservists, and guardsmen for direct entry into MS III or registration in MS II courses. Some battalions include advanced placement recruiting objectives in their registration campaigns instead.

The level of importance of each campaign varies from campus to campus. Battalions at state commuter schools, for example, may find a strong market for advanced placement of veterans, whereas battalions at private schools would not likely have many veteran students.

What about special target audiences?

Battalions should carefully define the eligible audiences for each campaign so that activities can be effectively targeted. A battalion should also define the **key segments** of the audience which require personal recruiting attention during each campaign. **Nurse students**, for example, may be of special importance during several campaigns. Typical campaign audiences are:

CAMPAIGNS

TARGET AUDIENCE:	INCOMING FRESHMEN	REGISTRATION	SCHOLARSHIP	CAMP	ADV PLACEMENT
New Freshmen	X	X			
Freshmen		X	X		
Sophomores		X	X	X	
Entering Transfers (as eligible)		X	X	X	X
Vets/Reservists/ Guardsmen		X			X
Special Mission Segments, e.g. Nurse, Engineer (as eligible)	X	X	X	X	X

What goes into a campaign?

1. Personal Selling Activity.. the **essential** element of any campaign is personal recruiting contact with eligible prospects. For each campaign, a battalion must precisely define:

- What students are to be personally recruited during the campaign?
- Who is responsible for making the recruiting contacts?
- When must the personal recruiting be accomplished?

Few campaigns succeed if the battalion fails to identify and initiate contact with adequate numbers of eligible prospects. Successful selling requires careful prospect management and tracking from campaign to campaign. For example, battalions receive numerous referrals of high school students from national mailings via the National Referral List; these same students may continue to be good prospects for on-campus registration campaigns, 3-year scholarships, and even LTC.

2. Promotional Support Activity... ROTC promotional activity performs two support functions. First, it **increases awareness of** and **interest in** the campaign offer, pre-conditioning the prospect for ROTC recruiting contact. Second, it provides students **opportunities to respond** to the campaign offer, thus identifying themselves as prospects for sales contact by cadre.

Promotion is most effective when it communicates a consistent offer with high frequency. In order to achieve maximum repetition of the campaign offer, battalions should use multiple promotional tools, as available. Think of the campaign in terms of **"combined arms."** The "arms" are:

- a. Advertising...** paid placement of the campaign message in media targeted upon the prospect audience. Battalion advertising media may include *campus newspapers, radio, billboards, campus buses, posters, registration schedules, and departmental publications (e.g., College of Nursing newsletters).*
- b. Public Relations/Publicity...** unpaid communication of the campaign message through media or people who have influence upon the target audience. During an Incoming Freshmen Campaign, for example, PR/Publicity actions might include contact with freshmen advisors, insert of information in university orientation packets, and placement of a feature article in the orientation edition of the campus newspaper.
- c. Direct Marketing...** close targeting of the campaign message upon refined lists of eligible students for the purpose of soliciting a response. Direct marketing tools include *direct mail* and *telemarketing*.
- d. Sales Promotion...** activities or events which raise ROTC visibility and accessibility to students during the campaign period. Sales promotions include *battalion displays in student traffic areas, participation in existing events such as career fairs, and sponsorship of events such as rappelling clinics.*

How do "combined arms" campaign activities fit together?

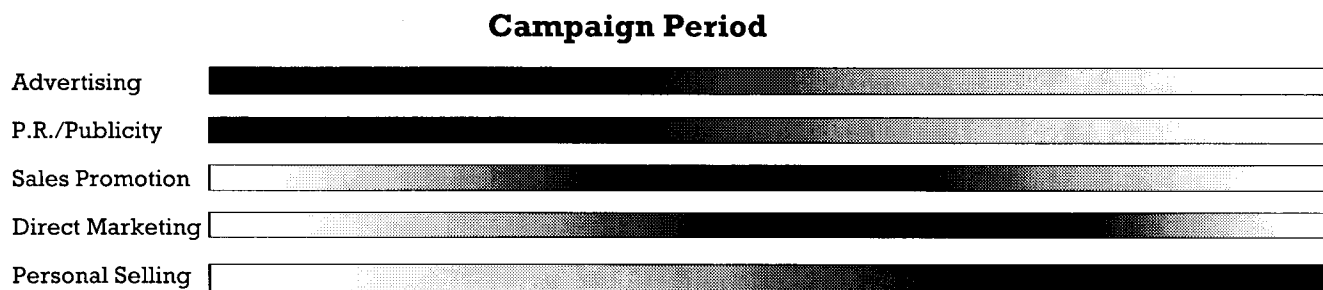
Promotion and recruiting efforts must be sequenced as carefully as possible within a campaign to *raise awareness and interest, identify prospects, then cause prospects to take action.*

Advertising and **Publicity** activities impact primarily upon student *awareness* and *interest*. These are most effective early in a campaign; they improve the results of other campaign activities which follow.

Direct Marketing and **Sales Promotion** tools are primary generators of prospect response. Ideally, a battalion should start its mailings, information tables, etc., after its advertising has had a chance to establish awareness of the campaign offer. Mass telemarketing activities should follow mailings to the lists of eligible students to be called.

Personal Selling should occur throughout a campaign as prospects are identified. Battalions should aggressively pursue prospects until campaign objectives are met.

The following chart depicts the proper sequencing and emphasis for the various "arms" used in a campaign:



How to plan a campaign.

Planning a campaign requires (1) an assessment of the target audience and the environment surrounding the prospect, (2) a knowledge of the tools available for communication with prospects, and (3) the development of specific detailed actions tailored to fit the situation. The following questions need to be answered in developing your campaign plans. Sample campaign plans are provided in each section of this book.

1. **What are the specific objectives of this campaign?**
 - a. Number of applicants or enrollments expected or needed from this campaign?
 - b. Number of prospect appointments required to yield the expected number of applicants/enrollments?
 - c. Number of prospects which must be contacted in order to generate the required number of appointments?
2. **Who is the target audience? How large? How can it be refined so we can zero in on quality, eligible prospects?**
3. **What environmental factors will affect the prospect during the campaign?**
 - a. What events and activities does the prospect audience participate in during the campaign period? What is the prospects' living environment during this period?
 - b. What actions are required of the prospect audience during the campaign period (e.g., registration process on campus)?
 - c. How does the prospect receive information throughout the campaign period?
 - d. What sources of information about prospects are available during the campaign?
 - e. Who are the influential people in the prospects' environment? Who will come in contact with the target audience during the campaign period?
4. **What forms of competition could diminish the effectiveness of ROTC promotional efforts (e.g., exam periods, spring break, etc.)?**
5. **What battalion efforts were made last year? With what results? How could they have been improved?**
6. **What actions, that fit the situation, should the battalion undertake in order to meet the campaign objectives?**
 - a. What students are to be personally recruited? Who is responsible for making the recruiting contacts? When must the personal recruiting be accomplished?
 - b. How do we most efficiently communicate with the prospect? What media are available for advertising and/or publicity?
 - c. What existing events are appropriate for ROTC participation? How can ROTC achieve visibility and access to prospects during these events? What activities might the battalion sponsor to attract prospects?
 - d. How can interested students be identified? Are all sources of prospects being used...national and local (admissions, campus referrals, battalion mailings, etc.)?
How can these leads be refined? How can the battalion make it easy for prospects to inquire?
 - e. What is the best timing for battalion communications, events, etc.? What are the critical prospect decision points to be influenced?
 - f. What influencers should be contacted? When?

Localizing

Some materials, like bus cards, require simple localization with battalion points of contact. Others, like the freshman flyer, call for overprinting of more detailed information such as course listings. And items like sample direct mail letters need more complete adaptation to the battalion's situation.

1. **Localizing Print Ads...** Each of the print ads pictured in this comes in ready-to-use formats called "camera-ready ad slicks." The "ad slick" is used by the newspaper or magazine to photographically reproduce an ad in the publication.

Ads require localization prior to use by the publication. Sometimes, regions typeset the localized information on the ad slick and send it directly to the publication along with the advertising contract. At other times, a battalion's Recruiting Operations Officer must deliver the ad slick with requirements that the publication typeset the local information. In this case, the localization must conform to the following standards:

- a. **Type Style - Use** Helvetica typeface. Always use upper and lower case. Certain elements, such as course titles and phone numbers may appear in bold type.
- b. **Type Size -** The type size for localizations should not exceed the size of type used in the body of the ad. This will vary with the size of ad being run, as follows:

Ad Size	<div>3 13/16"</div> <div>This is 8 point lettering</div> <div>5"</div>	<div>5 27/32"</div> <div>This is 9 point lettering</div> <div>7"</div>	<div>7 13/16"</div> <div>This is 10 point lettering</div> <div>10"</div>	<div>9 21/32"</div> <div>This is 12 point lettering</div> <div>7"</div>
Type Size	8 - 9 point	9 - 10 point	10 - 12point	10 - 12 point

- c. **Location -** Space is available for localizations at the bottom of each ad (below the Cadet Command logo and theme line). Center the localized copy in this space. Note: some past ad slicks have been preprinted with the line "PMS localize here" at the bottom. This line must be deleted from the finished ad.
- d. **Local Photos -** Battalions may wish to substitute a local photo for one contained in the ad slick. One ad slick, in fact, requires the use of a local photo of a scholarship cadet. Following are guidelines for preparing local photos for use in ads.
 - (1) Use an experienced photographer. Your campus may have a professional on staff.
 - (2) Take a photo specifically for the ad format you've selected, i.e., don't take a vertical photo to fit a horizontal space.
 - (3) Make sure the photo is relevant to the offer being made in the ad, i.e., take an adventure photo to fit an adventure ad.
 - (4) Make sure the photo is easily recognizable as local (e.g., student pictured wearing a school sweatshirt or in an identifiable campus location, etc.).
 - (5) Take photos in black & white, obtain glossy prints or transparencies.
 - (6) Submit photos to your region headquarters for review and approval for use.
 - (7) Obtain a release from each cadet authorizing the Army to use his/her photo.

Often, you will want to have a caption typeset under the photo to identify the cadet or situation. Follow the requirements for typestyles stated above

2. **Customized Ads For Unique Situations..** The materials contained in the LAPS catalog should satisfy virtually all battalion advertising requirements. If you encounter a situation requiring more extensive customizing of ad copy, contact the Regional Account Supervisor (RAS) at your region headquarters for assistance.
3. **Battalion promotional materials must conform to guidance provided in Cadet Command Regulation 145-4 and this SMART Book. Locally developed materials must be submitted to region headquarters for approval.**

DIRECT MAIL

Direct mail can be one of the most effective prospecting tools available to you. Mail is efficient — allowing you to zero in on the best prospects with a message created just for them. Mail gets results. The reason we receive so much mail these days as consumers is because it works. People do read it and they do respond.

Mail is accountable. If you know how many pieces you send out, and how many responses you get back, then you have a scientific and reliable way to measure the effectiveness of your efforts. This is often not true of other advertising media.

This section of your SMART Book outlines some reliable methods for developing local direct mail. You won't become an expert overnight, but by following some basic, proven steps, you can avoid the most common mistakes and you *can get results* — guaranteed. Sample letters are provided in other sections for each of your campaigns.

PLANNING

1. When Should I Use Direct Mail?

There are exceptions to every rule, but in general you should not use mail when you want to reach everyone on campus; the cost per contact is too high. You should use direct mail when:

- You can get or can create an accurate mailing list for a select, clearly defined target group (i.e., freshmen majoring in engineering).
 - Your message is only relevant to a small group of prospects.
 - You have a clear objective, not a general message.
 - You want the prospect to take immediate action — not just think about something.
 - You have some real news to convey.
 - You want to discuss a subject at length or in greater depth than a radio spot or print ad can allow.
-

2. What Is Your Objective?

Set one clear objective for each direct mail effort. What do you want prospects to do? To request information? To register? To apply? To attend? Never assume that the desired action will be obvious from the clear, persuasive case you have presented. You must *tell prospects exactly* what you want them to do.

Keep your objective in mind while you plan your mailing. Avoid the temptation to “just add a few things to the envelope.” Focus on one objective and make the whole package work toward that goal.

3. Who Is Your Audience?

Often, the most important ingredient to a successful mail campaign is the quality of the mailing list. Can you find ways to eliminate ineligible students? Can you find information that helps you tailor your message to fit the audience? You may find that there are ways to divide your prospects into subgroups (business majors, science majors, etc.) that help you create a message that is just right for each group.

4. Creating A Direct Mail Letter

This is true for all advertising, but particularly true for direct mail: copy must appeal to audience self-interest. A prospect is never as interested in your program as he or she is in "what's in it for me?" It is important to learn to distinguish between product features and product benefits. Benefits, not features, appeal to prospect self-interest.

A *feature* is a characteristic or a fact about your product (ROTC). A *benefit* is a value which the prospect receives from the feature (what it does for me).

<u>Feature</u>	<u>Benefit</u>
ROTC provides <u>leadership courses</u> .	Gain a <u>competitive edge</u> for the job market.
ROTC teaches <u>rappelling</u> .	Have an <u>adventure</u> this semester. Gain <u>self-confidence</u> .
MS 101 teaches <u>time management</u> .	<u>Get better grades in college</u> by learning how to use your time most efficiently.
ROTC offers <u>scholarships</u> .	Pay for college <u>without going into debt</u> .

Before beginning to write your letter, make a list of the key benefits you want to include. Select the most important one to use as the foundation for your mailing.

The message of your letter must fit your campaign. A mailing to support a registration campaign, for example, should present the benefit of registering for MS 101 and important features about the course. It should not attempt to sell numerous other aspects of the program.

5. Timing

Work backward in deciding when to mail. Most mail response will be received within about 10 days after your mail drop (up to 90%) and will taper off after that. Select timing according to your objective. If you want prospects to "pre-register for MS 101," then your mailing should coincide closely with the pre-registration period. Be sure to allow realistic time for delivery depending upon whether you mail first class or third class bulk (which is much slower), and to factor in weekends and holidays. Also be sure to allow time for follow-up activities that may need to take place after response to your mailing comes in.

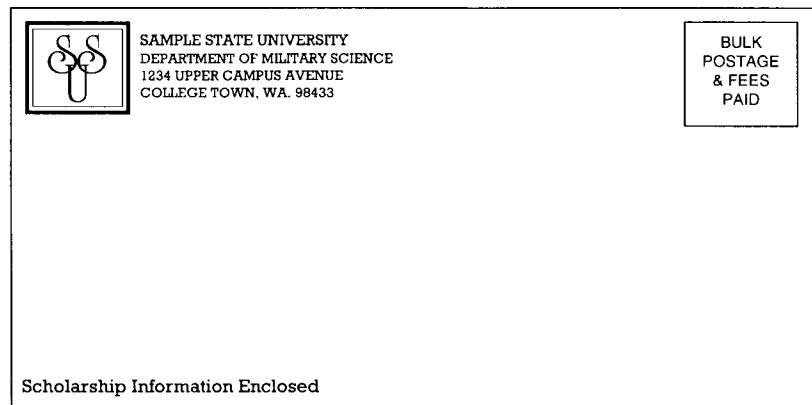
THE PACKAGE

1. How To Create An Outer Envelope

Getting your envelope opened is the first hurdle your package has to clear. When possible, the envelope should work to let prospects know that there is something inside that is interesting or valuable to them. Here are some suggestions:

- Use envelopes which look like university envelopes.
- Add a short “teaser” line on the envelope related to the contents of the mailing, e.g., “Orientation Information Enclosed” or “Scholarship Information Enclosed.” It is important that the placement of a teaser on the address side of an envelope complies with postal regulations. Check with your local postmaster or with region headquarters.
- For mailings of small volume, such as a nurse scholarship offer, you can use first-class postage stamps and may want to address the envelopes by hand; the less mass produced your package looks, the better it will perform.

Keep in mind that teasing the prospect is not the same as misleading. Make sure that “Military Science Department” or “Army ROTC” is included in the return address block.



2. Creating A Direct Mail Letter

Above all, a hard working letter is clear. It is easy on the eye and easy to read. Its language is clear and direct. Cleverness doesn't sell. Clarity does. This section gives you some tips on creating your letter.

Visual Advice

- Use attractive stationery (e.g., school letterhead if appropriate).
- Avoid paragraphs over six lines long if possible. Alternate between long and short paragraphs. Indent some paragraphs or important ideas completely.
- Highlight important words or ideas by underlining, CAPITALIZING, or using **bold type**. Anything that adds *emphasis* to key ideas is worth considering.
- Consider using a headline or PS since these are often the first thing a prospect will read.
- Leave a comfortable amount of white space.
- Use word processing and computer mail merge techniques to personalize addresses, salutations, and other elements of your letters.

Writing The Letter

Here is a brief step-by-step guide to writing a direct mail letter.

- Step 1. Begin the letter by stating your strongest benefit from the list you've developed. Tell the reader what's in it for him or her.
- Step 2. Elaborate upon the opening statement. Explain it further. Discuss its importance. As an alternative, you can address an anticipated problem or concern.
- Step 3. Describe your offer in detail. Tell the reader about the features of your program that support the benefit you've discussed above.
- Step 4. Offer proof of your statement using hard facts, not generalizations where possible, e.g., "last year eight students at Sample U. qualified for ROTC scholarships." You can also draw attention to another element of the package which supports your claim (brochure, schedule, etc.).
- Step 5. Briefly summarize other ROTC features from your list.
- Step 6. Ask the prospect to take action. Compelling arguments are not enough, you must *tell the prospect what to do and when to do it* (NOW, of course). Direct prospects to the part of the package that will enable them to respond (called a "response device").
- Step 7. Reinforce the call to action. Offer a deadline, suggest classes could become filled (if true) or otherwise seek ways to add urgency to your appeal.



Sample State University
1234 Upper Campus Avenue, Collegetown, Washington 98433 ☐ Telephone: (123) 456-7890

**START YOUR NURSING STUDIES
WITH A SCHOLARSHIP, NOT A LOAN.**

A Sample State degree will cost over \$24,000. And nearly 74 percent of SSU families will go into serious debt to pay for it. You can avoid this financial pitfall by competing for an Army ROTC scholarship instead.

Army ROTC offers hundreds of scholarships worth thousands at SSU. Each covers tuition, books, and fees of \$2975 per year (in-state) and pays \$1500 per year for spending money. Plus SSU provides free room and board for 10 ROTC scholarship winners.

This year, three Sample State nursing students have these 4-year scholarships, each with a total value of \$30,100 including the room and board grants.

There's more. Army ROTC will complement your nursing studies with elective courses in leadership, with a summer nursing experience at a major Army hospital, and with an appointment as an Army Nurse Corps officer upon graduation.

Find out more about Army ROTC nursing scholarships and career opportunities. Send the enclosed postcard for details and a scholarship application.

Sincerely,

Thomas Hardy
Major, U.S. Army
Professor of Military Science

P.S. Act now! Application deadline is November 15, 1996.

← STEP 1

← STEP 2

← STEP 3

← STEP 4

← STEP 5

← STEP 6

← STEP 7

Some More Tips For Writing Direct Mail Letters

- Use "you." Avoid "I," "Me," "We," etc. Always focus on the prospect and what he/she stands to gain from ROTC.
- *Write in the Active Voice* (e.g., "Apply today" instead of "Applications are being accepted today"). Passive writing brings about equally passive results.
- *Check your Spelling and Grammar.* Then let someone else check it. Then check their spelling and grammar.
- *Avoid Acronyms* or other terms unfamiliar to the reader. If you must use "SMP," be sure to explain it for a civilian audience.
- *Edit the Letter Several Times.* Put it away for a few days, then review it. Is every sentence absolutely clear? Is there any way a sentence could be misunderstood?

3. Using Additional Components In the Package

An envelope, letter, and reply device make up a basic direct mail package. In some instances, you may want to include other material as well. This option can be effective as long as the additional material supports the package objective. The purpose could be:

- To reinforce the main offer of the letter, such as with related pictures or testimonials in the form of a brochure or tent card.
- To provide necessary details such as an orientation or registration schedule.
- To further encourage the prospect to take action, such as a ticket to attend an activity.

Avoid adding something not related to the main purpose of the mailing. For example, do not enclose a national RPI or extensive program fact sheets just because they are available.

4. The Response Device

Each letter should request an action on the part of the prospect. A response device is the means by which the prospect takes that action and should make it as easy as possible. Often, the response device is a simple business reply card through which the prospect may request additional information. Another device might be an "add slip" for class registration. When preparing your response device keep these two rules in mind:

- Don't let the response device become a barrier to response by making it too complicated or asking for too much information. The more you ask prospects to do, the greater the chance they will just put it aside for later, which usually means never.

<p>Sample State University Department of Military Science 1234 Upper Campus Avenue Collegietown, WA 98433-5000 Official Business</p> <p>BUSINESS REPLY MAIL FIRST CLASS MAIL PERMIT NO. 15 COLLEGETOWN POSTAGE WILL BE PAID BY ADDRESSEE</p> <p>SAMPLE STATE UNIVERSITY 1234 UPPER CAMPUS AVENUE COLLEGETOWN, WA 98433-5000</p>	<p>NO POSTAGE NECESSARY IF MAILED IN THE UNITED STATES</p>	<p>I would like more information about Army ROTC. I understand there is no obligation.</p> <table><tr><td><input type="checkbox"/> Two-Year Program</td><td><input type="checkbox"/> Scholarships</td><td><input type="checkbox"/> Aviation Opportunities</td></tr><tr><td><input type="checkbox"/> Four-Year Program</td><td><input type="checkbox"/> Basic Camp</td><td><input type="checkbox"/> Job Opportunities</td></tr><tr><td><input type="checkbox"/> Graduate Program</td><td><input type="checkbox"/> ROTC Commitment</td><td><input type="checkbox"/> Health Professions</td></tr><tr><td colspan="3"><input type="checkbox"/> Other _____</td></tr></table> <p>I am currently attending <input type="checkbox"/> High School <input type="checkbox"/> College</p> <p>I am a <input type="checkbox"/> Freshman <input type="checkbox"/> Sophomore <input type="checkbox"/> Junior <input type="checkbox"/> Senior</p> <p>I am a veteran <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>College I attend/plan to attend _____</p> <p>Major field of study (college degree) I plan to seek _____</p> <p>Name _____</p> <p>Address _____</p> <p>City/State/ZIP Code _____</p> <p>Age _____ Sex _____ Telephone _____</p>	<input type="checkbox"/> Two-Year Program	<input type="checkbox"/> Scholarships	<input type="checkbox"/> Aviation Opportunities	<input type="checkbox"/> Four-Year Program	<input type="checkbox"/> Basic Camp	<input type="checkbox"/> Job Opportunities	<input type="checkbox"/> Graduate Program	<input type="checkbox"/> ROTC Commitment	<input type="checkbox"/> Health Professions	<input type="checkbox"/> Other _____		
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<input type="checkbox"/> Graduate Program	<input type="checkbox"/> ROTC Commitment	<input type="checkbox"/> Health Professions												
<input type="checkbox"/> Other _____														

- Most of the time, when something goes wrong with a mailing, the problem is in the reply device. Double or triple check if necessary to make sure you have not included the phone number of the French Department instead of your own, or left out an important piece of information students need to find you. This happens all the time. A typo in a letter just looks bad. In the reply device it can kill your whole mailing.
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OTHER TIPS

1. Use Direct Mail Often

You should include direct mail advertising as part of every major recruiting campaign...scholarship...camp...incoming freshmen. In fact, you should consider using multiple mailings during each campaign. If a mailing works, and there is enough time, then repeat it.

Any single mailing (with reply card) will likely produce a response of one to three percent. A sequence of two or three mailings to the same audience over a period of several months can increase these results. Multiple mailings are essential for most incoming freshmen campaigns:

- Four-year scholarship mailing to top-quality students who submit ACT/SAT scores to your institution at the end of their junior year. Students with engineering and nursing interests are particularly important targets for this offer.
 - Introductory ROTC program mailing to all students of reasonable quality as they apply and are accepted for admission to your institution.
 - Course registration promotion mailing to all incoming freshmen prior to their orientation and registration sessions.
 - Additional personal letters or notes to identified ROTC prospects to maintain contact during the year.
 - You may wish to mail to leads provided by _____ the QUEST system. These prospects have already responded to national mailings and they have already received various RPIs in reply. They are most interested in specific information about the ROTC program on your campus.
-

2. Use Direct Mail along with Other Promotional Activities

Direct mail works more effectively when tied together with other promotional activities. Use newspaper and radio advertising first, to build general awareness for your program. Then target direct mail to eligible students to provide them a simple means to take action.

Many campuses are installing E-Mail systems. Battalions may find E-Mail to students useful as a teaser for their mailings (e.g., "look for a valuable scholarship offer in your mailbox this week") or as a follow-up reminder (e.g., "deadline for ROTC summer leadership training is April 30. Apply now!").

For key target audiences, tie direct mail and telemarketing activities together. Announce an offer with the letter and follow up with phone calls (to the entire list) to make appointments. Refer to telemarketing section.

POSTAGE**1. Outgoing Postage**

Battalions must use bulk rate postage for all mailings of 200 or more identical pieces. This requires use of a bulk rate postal permit and pre-payment of required postage. It also involves special sorting of materials by zip code and preparation of US Postal Service Form 3602 for each mailing.

Bulk rate third class mail takes considerably longer to be delivered than first class mail. Check with your local postal representative or region headquarters in order to build realistic timing into your program.

For mailings of less than 200 pieces, battalions may use regular first-class postage.

2. Return Postage

Postage for business reply mail is paid only on the number of pieces actually returned. This requires use of a business reply permit and arrangements for payment of postage as replies are received.

3. Permits and Materials.

Battalions should contact their region headquarters for information on permits and funding to be used for bulk rate and business reply postage and regarding the printing of envelopes and business reply cards.

TELEMARKETING

1. What Is Telemarketing?

Telemarketing is the systematic use of the telephone as a marketing and communications tool. It helps to think of telemarketing as another *medium*, just as direct mail, print, and radio are different types of media. Each medium has unique attributes that determine when and how it is best used.

2. How Is Telemarketing Different From Other Media?

Telemarketing works, in part, because it is more intrusive than any other form of communication. A prospect must stop what he or she is doing and come to the telephone. When we call we intervene in a prospect's life. Therefore, we must choose prospects for telemarketing with special care and use their time sparingly. USAREC uses telemarketing successfully to set up appointments, and several ROTC battalions report successful programs as well.

Telemarketing has more in common with direct mail than with other media. As with direct mail, we begin with a list, and we seek to reach a specific individual (marketers refer to both mail and phone as addressable media). The telephone permits a more immediate two-way dialog than mail, and to some degree we can respond to questions and objections, we can get immediate feedback to identify concerns, and we can schedule appointments.

For the reasons above, telemarketing, at its best, is more persuasive than all other media including mail. In the case of some professionally run programs, telemarketing can produce *five to 10 times* the response as when the identical list is contacted via mail.

For most commercial marketers, the cost of telemarketing is many times higher than the cost of mail. The main component of this additional cost is the labor cost of trained representatives who make the call. On campus you may have special advantages which alter the normal economics of telemarketing. You may have access to local phone lines at little or no cost, and you can probably use unpaid volunteers to do the calling. At the same time, you will not have the trained, professional representatives that a commercial firm would use — and most professionals agree that sales training is more important than vast product knowledge for successful telemarketing.

3. When Should I Employ Telemarketing?

Since telemarketing is always labor-intensive, it is best to use it only in the highest priority situations with relatively small groups of prospects. Some examples might include:

- Follow-up with students who have inquired but not yet enrolled.
- Make contact with veterans, reservists, and guardsmen.
- Contact refined QUEST leads (interested prospects who have identified your school).
- Follow-up with students who attend a Camp Challenge seminar.

You will notice that the list above emphasizes follow up and initial contact of only the most highly qualified prospects. It is difficult to make telemarketing productive and efficient for more broad-based prospecting. In most cases you should consider mail first, then use telemarketing for those prospects who have already shown interest, but need some extra persuasion.

PLANNING

1. The Objective.

As with any communications program capable of producing a response, the campaign needs one clear action objective (e.g., “make an interview appointment”). Your callers (usually called representatives) must understand the objective and be persistent in guiding the conversation toward that goal.

2. Selecting Prospects

No other single step has more impact on the outcome of your campaign. The quality of the list will do more than anything else to determine the success of your program. Here are some issues you should consider:

- *Propensity to enroll.* Can you identify students who might be particularly receptive? Sons and daughters of military personnel, student leaders, criminal justice majors, veterans, etc. might all make good prospects.
 - *High priority students.* Major in nursing, science and engineering.
 - *Ineligible students.* If possible, remove from your list students who are not qualified by reason of age, lack of citizenship, or field of study. Time spent improving the quality of your list is well spent.
 - *Phone numbers.* Telephone numbers for students go out of date very fast as they move around. Bad numbers, or time wasted doing extra look-ups, reduce the efficiency of your program.
-

3. Do I Have To Use A Script?

In general, yes. Certainly, if following up a prior meeting with a student you already know, a script may not be necessary. But if you are using telemarketing for an initial contact, a script is essential to keep the conversation on the optimum track. This creates a new challenge, since the conversation should also sound natural, and should never come across as being read off a page.

Most of us have experience writing for the eye, but writing for telemarketing is more like writing for radio or television, something most of us don't get to practice often. Below you will find a suggested outline for structuring a telephone presentation and some advice on how to make a script sound natural.

4. The Telephone Script

- a. *Identify the prospect.* If the prospect is not available, try to find out a good time to call back.
- b. *State the reason for the call and identify yourself.* This is a tricky moment in a call. While you don't want to “beat around the bush” in explaining who you are and what you want, you also don't want to reveal so much that a caller can make an immediate yes/no decision without hearing your message.
- c. *Make your case.* Explain the benefits the prospect will realize from accepting your proposition (see direct mail section on features and benefits). Offer solid proof wherever possible.
- d. *Attempt to close.* Try to get the prospect to agree to your proposal (e.g., schedule an interview, audit a class, etc.).

e. *Deal with objections.* Often, the prospect will respond with some vague refusal. There are two techniques that are absolutely essential for dealing with objections at any time during a telemarketing presentation:

- Try to get the prospect to articulate a concrete objection. It is all but impossible to respond to an objection such as "I don't think so." But if you can get a prospect to say "I don't have enough time," you have a chance of offering a constructive reply.
- Listen, Listen, Listen. Then acknowledge the objection. You must let the prospect voice his or her concern. Then, don't downplay it. Acknowledge that it is a valid issue and provide a rational answer. For the student who doesn't have enough time you might say "I know how full your schedule is freshman year, but ROTC doesn't take as much time as people seem to think."

f. *Attempt to close again.* You need to use your own judgment as to how many attempts to close are enough, and you need to strike a balance between giving up too easily and pestering the prospect.

g. *End the call.* Thank the prospect for his or her time, and move on immediately to the next call. Commercial firms measure the success of telemarketing in terms of calls or contacts per hour. To succeed, you must keep calling.

5. Introducing Yourself

Introduce yourself by name and department, but not necessarily by rank. Cadets should introduce themselves as students, and Gold Bar recruiters as recent graduates of the school. If not used as the actual opening, your introduction must come very early in the telephone presentation.

6. Getting The Prospect's Interest

One of the toughest challenges of telemarketing is keeping a prospect on the phone once you have explained the reason for your call. You need to catch the prospect's interest fast if you are to succeed. Here are some suggestions:

- Mention an approaching event (e.g., orientation or registration).
- Refer to a specific prospect qualification such as major, GPA, etc.
- Use the name of an influencer (e.g., dean, advisor, admissions director).
- Ask if the prospect received a communication sent previously in the mail.

7. State Your Offer

The rules for creating a presentation for telemarketing are similar to those for creating direct mail letters. Talk about the prospect, not "our program." Focus on benefits, not features. Refer to the SMART Book section on direct mail.

8. Making a Script Sound Natural

The purpose of using a script for telemarketing is to ensure an accurate, uniform delivery of key product information and benefits. Representatives on the phone should not ad lib beyond what is absolutely necessary. If they do, you will lose control of their presentations, and have no idea of what is actually being said to prospects. Here is some advice on preparing a telephone script:

- Organize your material according to the outline above.
- Write a draft script that uses product benefits and supporting information as appropriate.
- Read the script out loud. This might seem awkward, but it is the best and only way to make your writing sound natural. A telephone script must be written for the ear and not the eye. Re-write the script to reflect your natural spoken delivery. Repeat this step more than once. The script should sound more natural with each revision. It may help to keep in mind that the purpose of this exercise is not to please an English professor, it is to make a written script resemble natural, spoken language.
- When trying out the script on actual prospects you may find that more revisions are necessary to make the phone call sound like a real conversation. Keep revising, if necessary, as long as this does not alter the tracking of the conversation and the presentation of the key ideas.

9. Sample Script

Caller: "Hello, can I speak to Bob Hardin, please?"

Prospect: "This is Bob."

Caller: "Bob, I'm Roger Peterson with the Military Science Department here on campus. At one point you asked for some information on an ROTC scholarship, and with your GPA you'd be very competitive to qualify for one.

I'd like to encourage you to apply. Could I schedule you for an interview, say, tomorrow afternoon?"

Prospect: "I don't remember getting anything about a scholarship."

Caller: "Well, you know the campus mail. But you should know that an Army ROTC three-year scholarship could be worth about \$14,000 to you. We're inviting qualified business students to interview this week, and there's no obligation just for finding out about it. How's your schedule tomorrow afternoon?"

Prospect: "I don't have time. I work just about every afternoon."

Caller: "I know what that's like. Working and going to school can keep you pretty busy. But an interview would only take about 20 minutes. Would tomorrow morning be better? Or maybe sometime on Wednesday?"

Prospect: "To tell the truth, I'm not really interested in the Army."

Caller: "I understand that, Bob. But I'll bet that \$14,000 would really let you cut back your work hours and concentrate on your studies. And besides, there's no obligation just for coming in and finding out about your options. And there's certainly no obligation to go ahead and complete the application process. Could we meet tomorrow morning, say at 10:30?"

Prospect: "I've got classes until 11:00."

Caller: "O.K., I'll schedule you for 11:15. We're on the second floor of Barker Hall, on the west side of the stadium. Just come to the Military Science office and ask for Roger Peterson; I'm the scholarship officer and advisor."

Prospect: "Well. All right."

Caller: "Thanks, Bob. See you tomorrow morning at 11:15."

10. Selecting Telephone Representatives

Most cadre and cadets can become effective telephone representatives. Look for the following when selecting people for telephone work:

- Pleasant speaking voice
- Good, clear diction — does not swallow words or mumble
- Does not speak in a monotone
- Helpful, "customer-service attitude"
- ABILITY TO LISTEN

When possible, select callers who have something in common with the prospects such as age or academic major.

11. Training

Training for representatives is essential. It builds confidence and helps the caller get over the natural awkwardness of calling strangers. Some university admissions offices conduct telephone training, and it may be possible to arrange to have cadets and cadre participate. If you must conduct training yourself, here are points to cover:

- Objective of calls. At a minimum, representatives need to thoroughly understand what you are trying to accomplish.
- Information on prospects to be called.
- Record keeping requirements.
- Attitude. "Smile while you dial" is always appropriate.
- Script practice. Professional organizations conduct role-playing exercises with the instructor playing the part of the prospect. Make this exercise as real as possible by interrupting, seeming to misunderstand, and raising objections. Conducted properly, these sessions serve to break the ice, build confidence, and make the representatives thoroughly familiar with the script.

MEDIA ANALYSIS

Recruiting Operations Officers are often called upon to analyze and choose certain types of media options (newspaper, radio, direct mail, etc.). It is sometimes difficult to know which option is best for a particular recruiting situation.

This section gives you some rules of thumb for selecting various media options and how to use each to its full advantage.

There are five basic factors which determine what media are best to use in a particular situation, they are:

1. The size of the target group you're after.
2. How narrowly you are able to define this target group.
3. The ability of the media to reach your target group.
4. Cost.
5. The image the media option projects.

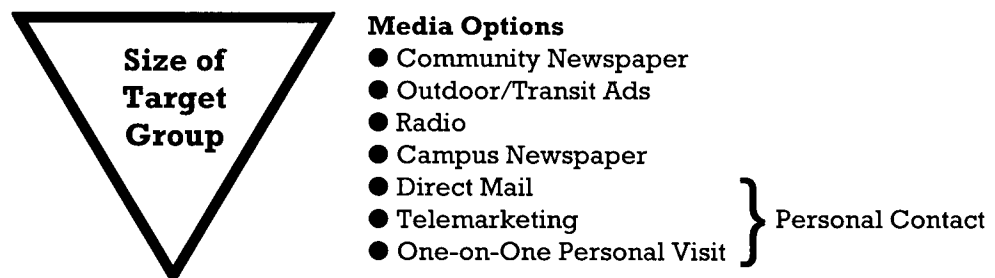
Let's look at each of these separately.

1. The Size of the Target Group.

Certain media choices are good for reaching a large number of people and some are ideal for smaller more manageable numbers.

Choosing the wrong one can be quite costly in terms of time and money. For example, say I'm targeting on-campus veterans and they make up only 1% of my total student population. Does it make economic sense to run a newspaper ad which will reach as much as 80% of my student population? Conversely, if my target is all eligible students, is a telemarketing campaign my best choice? Of course not, it would be a waste of cadre time and energy.

The diagram below shows which media options are generally best for larger target groups and which are best for smaller groups.



This inverted triangle is also an excellent description of the main objective of your advertising effort: take a large group of students and narrow them down to a manageable number of interested prospects, eventually facilitating a one-on-one personal visit between prospect and cadre member.

2. How Narrowly You Are Able to Define and Target Your Market.

Generally, the further down this inverted triangle you start, the better off you will be. As we saw from the diagram, personal contact forms of communication require a smaller, manageable target group size. So it is vital to narrow down our target group as tightly as possible. Here's an example of what I mean. Say I wish to do a scholarship campaign and my targets are freshmen and sophomores. Let's say that's 2,000 students. Quite a few for a direct mail or telemarketing campaign. I could run a newspaper or radio campaign (and if I were able to narrow down this target group any further these may be my only options), but wait, through the registrar's office I find I can obtain a mailing list of only full time freshmen and sophomores, under 24, who are U.S. citizens (your registrar's office might be anxious to provide you with this information knowing you want to use it to award scholarships to qualified students). Let's say this mailing list narrows your target group from 2,000 students to 1,200. Still a pretty large group. So next I look at the profile of past scholarship winners and discover that they all had at least a 3.3 cumulative G.P.A. I factor that into my mailing list and I end up with only qualified freshmen and sophomores with a G.P.A. of 3.3 - maybe 600 students. Now I have a manageable number of prospects and a direct mail campaign makes sense.

Let's take this one step further. I send out 600 letters with response cards, 10% of which are returned. That's 60 responses, a manageable number for a telephone follow-up to schedule appointments for personal interviews.

Even if I have to pay the registrar's office for my mailing list, it was worth it because it allowed me to waste very little time and effort on unqualified prospects and I end up with 60 highly qualified prospects who are interested in talking to me.

Side Note: Maybe you still want to run a newspaper ad or radio spot prior to mailing to reinforce your message. Now your media start to work together.

3. The Ability of the Media to Reach Your Target Group.

Naturally you want to choose media which your prospect reads or listens to on a regular basis. One of the best sources of information for this is your own cadets, they represent a good profile of your target group.

When considering a media option's ability to reach your target group, cost efficiencies come into play. Prices for media space and air time are determined by the total number of people reached. Yet you are only concerned with the total number of your prospects reached. Keep in mind that you pay for every person reached regardless of whether or not he is your prospect. Here's an example: Say you want to reach on-campus freshmen and sophomores so you choose to run an ad in the basketball game program. Sounds good, now what percent of the program's total distribution reaches our target group? We'll say half of the program's actually go to freshmen and sophomores. (Remember you paid for all 100%.) Now how many of those freshmen and sophomores are full time students? U.S. citizens? Under 24 years of age? Non-handicapped? Physically and academically qualified for Army ROTC? You can see that only a small percent of your actual target group will be reached with this group.

Traditionally, media like community newspapers and radio reach a large number of people outside your target group. Does this mean these are poor choices? No. You may have no other options available.

4. The Costs.

The overall cost of a media option is important but should not be the primary factor in determining which option you choose. What you need to decide is which media option best reaches your target group for the lowest cost.

A simple equation is:
$$\frac{\text{Cost of Media Option}}{\text{Number of Prospects Reached}}$$

For example, if a newspaper ad cost \$300 and the newspaper reaches 9,000 freshmen and sophomores, your cost per thousand would be \$30. You can use this figure to compare the cost of various media options.

If you ever have a question as to what media option represents your best value, contact your _____ Regional Account Supervisor at region HQ. He's always ready to give advice and suggestions.

5. The Image the Media Option Projects.

Where an ad appears is often as important as what the ad says. Everywhere you advertise and every piece of material you distribute projects an image about your program. If you wish to have a quality image on campus, then every aspect of your program must reflect that quality. This includes where your ads appear and how they look.

Media options such as bowling score sheets, bus benches, desk blotters, phone book covers, even low quality campus or community publications simply do not project the image you are after. (They generally do a poor job in reaching our target group as well.)

Ask yourself, "Would B.M.W. run an ad in this publication?" This may sound a bit far fetched but when you consider you're promoting a career choice, a choice that affects the rest of a person's life, then you begin to realize just how important maintaining a quality image really is.

The following is a list of your most common media options and the strengths and weaknesses of each.

NEWSPAPERS

Strengths

- Reach a large group of people
- Have news & entertainment value
- Good for making announcements
- Ease in timing your message (daily)

Weaknesses

- Little target group selectivity
- Little pass-along readership
- Poor reproduction quality
- Limited to black & white
- Difficult to measure effectiveness

RADIO

Strengths

- Reaches a large group of people
- Entertainment value
- Ease in timing your message
- Can target specific times of day

Weaknesses

- Difficult to target only on-campus listeners
- Short message lifespan
- Commercial clutter
- Difficult to measure effectiveness

DIRECT MAIL

Strengths

- Can target specific students or markets
- Delivers a personalized message
- No limitations on space format
- Can be tested and measured
- Timing (delivery is controlled)
- Ease of response (utilizing response card)
- Good for conveying specific information

Weaknesses

- Material costs
- Postal costs
- Mailing list costs
- Requires longer lead time for development
- Somewhat labor intensive

TELEMARKETING

Strengths

- Personal one-on-one contact
- Can tailor message to prospects needs
- Can be tested and measured
- Can immediately respond to objections or questions
- Leads prospects to personal interview
- Relatively low cost

Weaknesses

- Time- and labor-intensive
- Not all students have personal phones

PRINT

1. The Objective

Newspapers, magazines and most other forms of print advertising are an excellent medium for supplying specific information such as dates, phone numbers or course schedules. Because this information is in print, it can be easily referenced again and again.

Your objective in running print advertising should be to simply inform. It is unrealistic to expect a prospect to be motivated into action from a print ad alone. That's why print advertising is usually used to supplement other forms of advertising such as direct mail or telemarketing.

2. The Audience

Print advertising generally reaches a large group of people, only a small portion of whom constitute your target group.

When evaluating different print options, consider your cost per prospect reached. For example, your local newspaper may have a daily circulation over 50,000. Does this mean it's a better buy than your campus newspaper which produces only 5,000 daily issues? Probably not. Your campus newspaper reaches a much higher percentage of your target group than your local community paper.

3. The Message

As mentioned earlier, print ads are an excellent way to provide specific information. It's important to include this localized information in all your print advertising. Here are some examples:

- Points of contact
- Telephone numbers
- Deadlines (scholarship, Camp Challenge)
- Event dates
- Course schedules
- Scholarship values

It is a simple process to include this information in approved ads.

RADIO

Radio may be one of the most difficult media selections to make. If your university has a campus station, it is sometimes hard to determine how many of your students listen to it. If you are considering a community radio station, how do you determine how many of their listeners are on your campus? Your best bet is to talk to your cadets and their friends. This should give you some idea of the more popular stations.

Radio only makes sense if you have a large target group and you're sure you will reach a high percent of them with this option. This means that there are perhaps one or two local stations that are both affordable and reach a majority of your student population.

PLANNING

1. The Objective

The standard objective of a radio campaign is to inform prospects about a specific program or activity (i.e. scholarship deadline, course registrations). This is why radio is normally used in connection with other media options.

2. The Audience

Most stations belong to a rating service and can provide audience or listener numbers. These are vital in determining the effectiveness of a radio station. Ask your sales representative for:

Average Quarter Hour - Males 18-24 years old, for all dayparts (ratings are broken down by dayparts or specific time periods during the day).

The information would look something like this:

6 a.m. - 11 a.m.	6,000	\$32	\$ 5.33
11 a.m. - 3 p.m.	4,000	\$20	\$ 5.00
3 p.m. - 7 p.m.	7,000	\$35	\$ 5.00
7 p.m. - mid	3,000	\$10	\$ 3.33
Overnight	400	\$ 5	\$12.50

This information tells you, for example, that on this particular radio station between the hours of 6 a.m. and 11 a.m. you can reasonably expect 6,000 males, ages 18-24 to be listening to your spot when it airs.

Next you can determine the most cost-efficient dayparts by dividing the cost by the number of listeners.

With this information you can take an educated guess as to how many of those males 18-24 are students on your campus, then determine if it makes economic sense to use radio. You can also use this information to compare radio stations in your market.

If you ever wonder if you are being charged a fair rate per spot, call your Regional Account Supervisor.

Side Note: Incidentally, if you were to plan a radio schedule based on the information above and had, say a \$375 budget, your schedule might look like this:

	<u>M</u>	<u>T</u>	<u>W</u>	<u>Th</u>		
3 p.m. - 7 p.m.	2X	2X	2X	2X	=	\$280
7 p.m. - Mid	3X	2X	2X	2X	=	\$ 90
						<u>\$370</u>

Rationale: First, the time period makes sense. Students are generally out of class and studying or relaxing during these time periods (not knowing what students will be doing Friday evenings or on weekends you chose not to include these days). Second, you will reach more listeners for your money during these Dayparts (cost per thousand was \$5.00).

Remember, it's always better to run more spots during a shorter period than try to stretch your schedule out over a long period of time. It is recommended that you never run less than four spots per day.

3. The Message

Radio is an excellent way to reinforce your direct mail or newspaper campaign with strategically timed messages. For example, a one-week blitz the week prior to registration.

SAMPLE HIGH SCHOOL & PRE-COLLEGE ACTIVITY

Campaign: Pre-College (National, Regional, & Battalion Activity).

Target Audience: College bound high school juniors & seniors; SSU admissions prospects/applicants.

Objective:

1. Increase awareness of students, parents, & counselors about the Army ROTC program.
2. Identify prospects for future enrollment in ROTC at SSU and other schools.
3. Seek quality applicants for 4-year scholarships.

Promotional Activity:

A. National

1. Direct Marketing
 - a. High School Junior Mailings.
 - b. High School Senior Mailings.
 - c. Counselor Mailing.
 - d. QUEST Fulfillment & Referral.
 - e. Newsletter.
2. Advertising
 - a. Print Advertising (High School Publications).
 - b. Radio Advertising.
3. Public Relations/Sales Promotions
 - a. Scholarship articles in national media.
 - b. Updates of RPI, slide presentations, etc.
 - c. Exhibits at national conventions (NEA, FFA, etc.).

B. Battalion

1. Public Relations/Publicity
 - a. Place ROTC information in SSU admissions Viewbook and newsletters, financial aid literature, SSU video, & counselor packets.
 - b. Participate in SSU luncheon for H.S. counselors.
 - c. Brief SSU admissions counselors, student ambassadors, tour guides, & financial aid advisors. Provide referral cards.
 - d. Participate in USAREC luncheon for H.S. counselors.
2. Sales Promotion
 - a. Visits to high schools in assigned counties.
 - b. ROTC booths at area college fairs.
 - c. Participate in SSU admissions events (Senior Days, Nursing Open House, Engineer Expo, Applicant "Days on Campus").
 - d. Participate in West Point Admission Night.
 - e. Participate in SSU summer academic programs for H.S. juniors (nursing seminars, band camp, governor's scholars program, minority advancement program, etc.).
3. Direct Marketing
 - a. Mailings to SSU nurse applicants regarding 4-yr. scholarship.
 - b. Mailings to area high school counselors.
 - c. Mailings to prospects prior to high schools visits.
4. Personal Selling
 - a. Accumulate prospect leads from multiple sources (ACT/SAT tapes, SSU applications, QUEST referrals, sales promotion events, etc.). Continuously refine and update prospect file information.
 - b. Aggressive pursuit of identified prospects with cadre/cadet phone calls and personalized mailings.

[illegible]

SAMPLE INCOMING FRESHMEN CAMPAIGN PLAN

Battalion:	Sample State University
Campaign:	Incoming Freshmen; 1 February to 29 July
Target Audience:	6200 high school students accepted for admission to SSU (ACT 19+); 3450 incoming first time freshmen (2800 attend orientation sessions)
Objectives:	Identify 250 quality prospects (ACT 19+); enroll 110 in MS 101 classes during 14 2-day summer orientation sessions (6 June to 29 July)

Battalion Promotional Activity

A. Public Relations/Publicity

1. Brief SSU student ambassadors (group leaders for orientation).
2. Brief academic counselors assigned to orientation.
3. Participate in orientation committee meetings.
4. Provide ROTC slides and script to Student Affairs for inclusion in orientation video.
5. Arrange for ROTC info to be included in three admissions newsletters for accepted students.
6. Arrange for insert of ROTC flyer in orientation packet.
7. Brief SSU orientation tour guides.
8. Brief financial aid counselors. Provide scholarship info and referral cards.
9. Arrange ROTC feature in orientation edition of campus newspaper.

B. Advertising

1. Place paid insert in "career planning" edition of admissions newsletter.
2. Place ad in orientation edition of campus newspaper.
3. Place posters in dorms, union and registration areas during orientation.

C. Sales Promotion

1. Display table at Orientation "Activity Fair."
2. Conduct an "open shoot" at rifle range during evening hours of orientation. Promote with flyer in dorm rooms.
3. Three-minute presentations to students at career exploration workshops during orientation.
4. Five-minute presentations during parent seminars at orientation.
5. Three-minute presentations to pre-nursing students during College of Nursing orientations (3rd & 9th sessions only).

D. Direct Marketing

1. Introductory mailing to all accepted students (ACT19+) following the April 15 admissions deadline.
2. Make "registration" mailing to incoming freshmen (ACT19+) phased for each week of orientation. Include invitation to ROTC reception in letters to identified prospects.

E. Personal Selling

1. Evaluate and refine all prospect leads from pre-college marketing activities (ACT/SAT tapes, admissions referrals, national QUEST referrals, H.S. visits & events, etc.) and battalion mailings. Match quality prospects with their scheduled orientation dates.
2. ROO/Gold Bar Recruiter call refined prospects/parents the week prior to orientation sessions...personally invite them to ROTC reception.
3. Host prospects/parents for coffee/donut reception during the check-in period for each orientation session.

[illegible]

SAMPLE REGISTRATION CAMPAIGN PLAN

Battalion: Sample State University
Campaign: Winter Registration (pre-registration 1-30 Nov; late registration 9-15 Jan)
Target Audience: 1. 3300 eligible SSU freshmen & sophomores.
 2. 350 new freshmen & transfers entering SSU at mid-year.
 3. 80 freshmen MS I cadets eligible for progression.
Objectives: 1. Enroll 25 students (not previously enrolled in ROTC) in MS 102 or 103.
 2. Enroll 10 new freshmen or transfer students in MS 102 or 103.
 3. Retain 50 quality freshmen from MS 101 to MS 102 or 103.

	Oct	Nov	Dec	Jan
Battalion Promotional Activity				
A. Public Relations/Publicity				
1. Provide information/pictures to SSU campus newspaper on ROTC adventure courses.	■			
2. Participate in academic advisor workshops in the Colleges of Business, Engineering & Nursing. Provide ROTC course info to all advisors.		■		
3. Update ROTC course descriptions for SSU catalog in the month of <i>April</i> .				
4. Arrange for MS 102 to be listed as an example of an elective in the sample course schedule printed in the Schedule of Classes (in <i>August</i>).				
B. Advertising				
1. SSU Schedule of Classes (Spring edition, 1/2pg.).		■		
2. Campus newspaper (weekly).	■	■		■
3. Radio (WAMZ-FM, 20 paid spots/20 bonus).	■	■		
4. Flyers distributed to campus organizations.	■			
5. Posters placed in SSU Union, dorms, and business/engineering/nursing class areas.	■	■		■
C. Sales Promotion				
1. Sponsor Annual Turkey Shoot at SSU rifle range.		■		
2. Display table in late registration area.				■
3. Three-minute presentation at Orientation Day for new freshmen and transfers.				■
D. Direct Marketing				
1. Mailing to eligible freshmen on campus.		■		
2. Mailing to new freshmen and transfers.				■
E. Personal Selling				
1. Evaluate and refine all prospect leads in the battalion prospects files. Identify eligible students for second term registration.	■			
2. Accumulate new prospect leads from battalion mailings, turkey shoot event, etc. Refine.		■		
3. Evaluate MS I cadets based on mid-term performance/MS I instructor input. Develop target list for retention.	■			
4. Contact identified prospects for enrollment & retention at the start of the pre-registration & registration periods. Personally invite them to enroll in MS classes.		■	■	■

CAMPAIGN PLAN

Battalion:	Sample State University
Campaign:	3-year & 2-year Scholarships
Target Audience:	<ol style="list-style-type: none"> 1. 950 Freshmen (3.0+ GPA). 2. 1800 Sophomores (2.3+ GPA). 3. Eligible MS I & MS II Cadets. 4. Nurse/Engineer Students.
Objectives:	<ol style="list-style-type: none"> 1. 15 non-enrolled applicants for 3-year scholarships (3 nurse, 2 engineer). 2. 20 non-enrolled sophomore prospects for tier IV scholarships. 3. 12 enrolled cadet applicants for 3-year & 2-year scholarships.

Battalion Promotional Activity

A. Public Relations/Publicity

1. Parents' Day Scholarship Ceremony (invite all media & campus influencers including deans of nursing and engineering).
2. Announcement of opening of scholarship application period (student newspaper, faculty newsletter).
3. Feature story on nurse scholarship student (nurse newsletter).

B. Advertising

1. SSU Engineer Magazine (Winter edition, Full Page).
2. Campus newspaper (weekly).
3. Billboard (board near dorm on University Drive).
4. Radio (WWKL-FM, 30 paid spots/30 bonus).
5. Flyers distributed to RA's in dorms, fraternities, etc.
6. Posters placed in SSU Union, dorms, and business/engineering/nursing class areas.

C. Sales Promotion

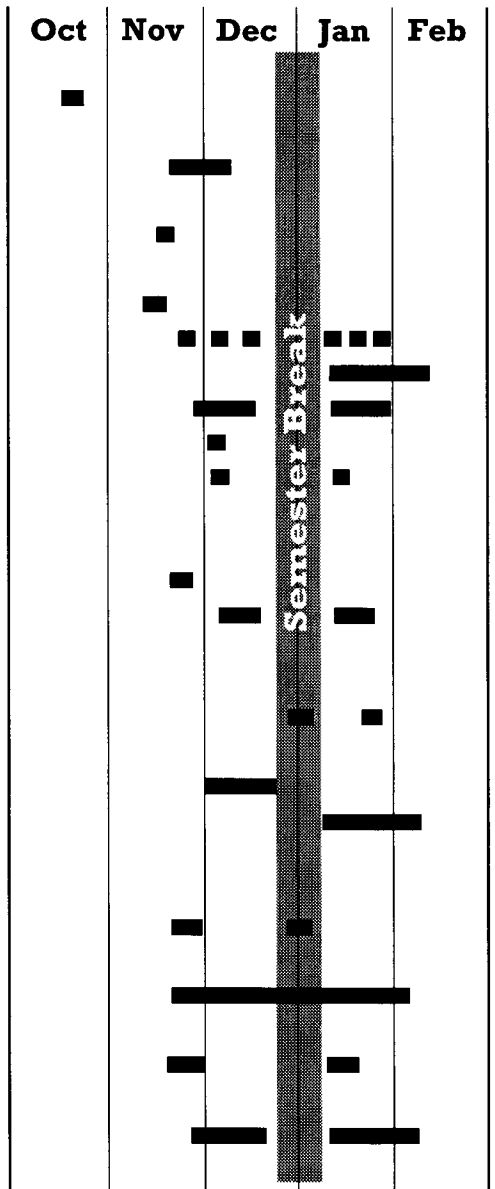
1. Region Nurse Recruiter lecture in pre-nursing classes.
2. Display tables in student union & dorm cafeteria atria (manned by cadets).

D. Direct Marketing

1. Two mailings to eligible freshmen (1st mailing to homes...grades reports available Dec. 28; 2nd mailing on campus).
2. Mailing to eligible sophomores.
3. Telemarketing to all freshmen & sophomore nursing & engineering students.

E. Personal Selling

1. Evaluate all freshmen & sophomore names currently in battalion prospect files. Refine with 1st term grades.
2. Acquire new prospect leads from battalion mailings, telemarketing & sales promotion activity.
3. Evaluate MS I & MS II rosters to identify qualified enrolled students.
4. Contact identified prospects to arrange interview appointments. Conduct interviews throughout campaign.



CAMPAIGN PLAN

Battalion Promotional Activity

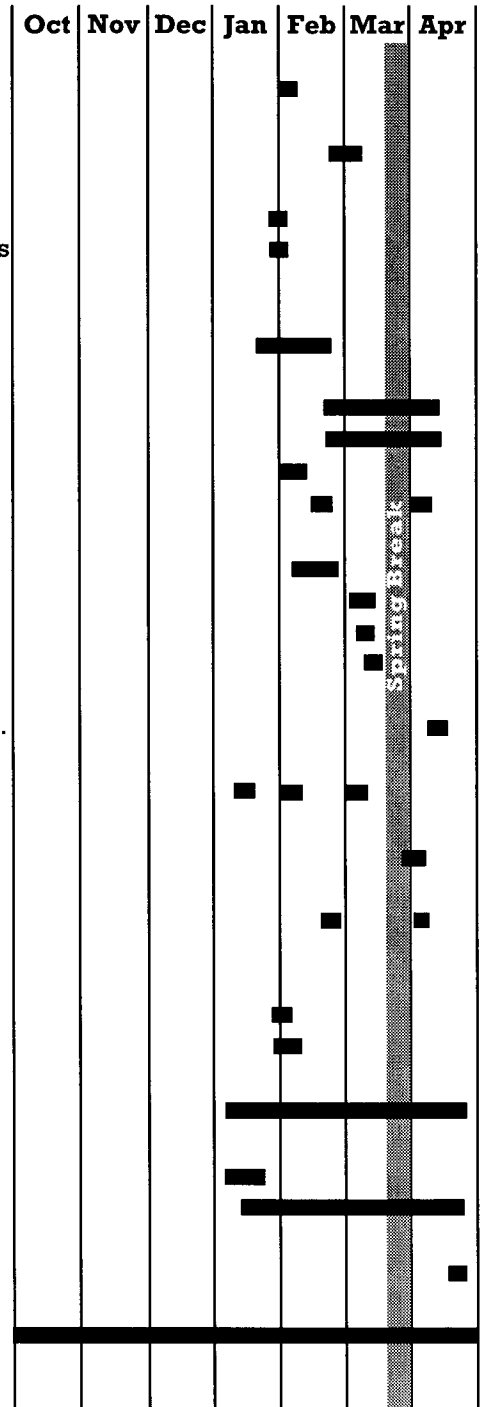
1. Provide information/pictures to three community college newspapers for feature on ROTC transfer opportunities.
2. Provide information/pictures to SSU campus newspaper for Camp feature, week of job fair.
3. Information provided to transfer counselors at 10 community colleges.
4. Information & referral cards provided to SSU transfer admissions officers for use during community college visits.

1. Print ads, community college newspapers (weeklies at FHCC, JCC & TMCC).
2. Print ads, SSU campus newspaper.
3. Radio (WWKL-FM & WTFL-FM).
4. Posters sent to CC's to announce visits.
5. Posters placed in SSU Union, dorms, and rec. center.

1. Cadre/cadets visit five CC's, table set up next to SSU admissions table.
2. Presentations to SSU athletes (football, baseball & track teams).
3. Display table at SSU Summer Job Fair.
4. Participate in SSU Spring Festival; co-sponsor Superstars competition with SSU Recreation Department; enter cadet team in competition.
5. Display table & five minute presentation at SSU Transfer Day on campus.

1. Mailing to community college transfer applicants (new applicant list obtained each month).
2. Mailing to all accepted transfer applicants prior to SSU Transfer Day on campus.
3. Mailing to eligible SSU students (first mailing prior to Summer Job Fair; second mailing after Spring Break).

1. Search battalion prospect files to identify eligible prospects; refine.
2. Evaluate all tier IV scholarship prospects identified during the scholarship campaign.
3. Evaluate MS I cadets based on mid-term performance/MS instructor input. Develop target list for retention.
4. Evaluated MS I & MS II rosters to identify eligible students.
5. Contact all eligible prospects to arrange individual interviews and start the application process.
6. Host a Camp Night for all prospects (open shoot at rifle range, film & cadet talk).
7. Continuous personal follow-up with students applying for, attending & graduating from Camp



SAMPLE NURSE PROMOTION ACTIVITIES

Battalion: Sample State University

Campaign: Nursing

Target Audience: 1. SSU College of Nursing applicants & prospects; 200 high school, 30 transfer, 1,500 inquiries.

2. 125 SSU freshmen pre-nursing students.

3. 50 SSU sophomore nursing students.

Objectives: 1. Six four-year nurse scholarship applicants .

2. Eight pre-nursing students enrolled in MS 101.

3. Three three-year scholarship applicants.

Battalion Promotional Activity

A. Pre-College Campaign

1. Brief SSU nurse admissions counselor and faculty for high school visits and career days.
2. Brief SSU financial aid advisors.
3. Arrange for ROTC nurse flyer & reply card to be inserted in College of Nursing fall mailing.
4. Participate in College of Nursing Open House.
5. Direct mail to SSU pre-nursing applicants accepted for admission. Telemarketing follow-up on entire list.
6. Solicit assistance of Goldminers in big city provide nurse information and request referrals.
7. Arrange for ROTC nurse scholarship information to be included in the next editions of College of Nursing brochure and financial aid fact sheet.
8. Participate in community "Nurse Expo."

B. Orientation Campaign

1. Provide ROTC slides/information to the Assistant Dean of Student Services for intro presentation at nurse orientations.
2. Brief nurse academic counselors.
3. Direct mail to all incoming nurse students prior to their orientation event; follow-up calls by Nurse Gold Bar Recruiters.
4. Nurse Gold Bar Recruiter leads tours of the College of Nursing during orientation.

C. Scholarship Campaign

1. Arrange feature article on nurse scholarship/NSTP cadet in SSU nurse newsletter.
2. Place flyers in student mailboxes and posters in nurse student lounge.
3. Arrange for Region Nurse to guest lecture in SSU Intro to Nursing course sections. Also arrange for her participation in a meeting of the Student Nurse Association.
4. Arrange Region Nurse interviews with nurse cadets.
5. Personalized mailings to pre-nursing freshmen who meet GPA requirements for admission to SSU clinicals. Letters mailed to homes before return of students for 2nd semester.
6. Campus telemarketing follow-up to mailouts.
7. Personalized mailings to transfer applicants. Telemarketing by nurse cadets.
8. Participation in SSU Health Careers Day.

D. Other General Activities

Present NSTP syllabus to the College's Curriculum Committee; request approval of credit as a substitution for current senior "Nurse Independent Study" requirement.

[illegible]